



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD 5333</b>	<b>Leadership for Accountability</b>	<b>A. – 10 hrs.</b>  <b>Total: 10 hrs</b>

Description of the Assignment/Performance Tasks (see Appendix I)	Course EDLD 5333 Leadership for Accountability: A. Create an action plan for the campus. Develop an agenda for a professional development day that addresses the targeted campus needs and include a timeline for follow-up professional development
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"><li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li><li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li><li>3. How did the relationship between the old and new information you learned affect your personal experience with the</li></ol>	<p><b>Reflections for EDLD 5333 Course-Embedded Assignments</b></p> <p>According to Roland Barth (1981) “nothing within a school has more impact upon students in terms of skills development, self-confidence, or classroom behavior than the personal and professional growth of their teachers”. This statement rings so true and kept me focused as I created an action plan for the campus and developed the agenda for the professional development. As the campus leader my focus was to follow the targeted campus needs while developing the professional training for the teachers. It was very difficult to stay on track with the needs as I found myself trying to make the training interesting and interactive for the teachers.</p>

<p>assignment? (2 Points)</p> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</li> <li>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</li> <li>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</li> </ol> <p><b>Lifelong Learning Skills</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</li> <li>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</li> <li>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</li> </ol> <p><b>Additional Criteria</b></p> <ol style="list-style-type: none"> <li>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</li> <li>2. Mechanics (1 Point)</li> <li>3. APA Format (1 Point)</li> <li>4. Minimum of 3 References (1 Point)</li> </ol> <p>(Maximum 25 points)</p>	<p>The exercise was interesting, engaging and trying as I tried to keep the budget within reason but still fulfill the needs of the teachers but to also make the day full and productive. I kept thinking about trainings I had attended that were neither informative nor productive. Fullan and Stiegelbauer (1991) summarized this by saying, “Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms”. I wanted my day to be full of knowledge and provide tools the teachers could use in the classroom. The use of the needs assessment and the action plan helped to drive the purpose of the staff development.</p> <p>The action plan was carefully written to encompass as much as possible in regards to needs but to be sensitive to the budget and the resources available to the district. A written plan communicates to the staff and others that to which your school and resources are committed (Harris, Edmondson, Combs, 2010). The plan would be available to stakeholders, teachers, administrators and trustees.</p> <p>Dana, N. F. (2009). <i>Leading with passion and knowledge: the principal as action researcher</i>. Thousand Oaks, Calif.: Corwin Press, a Joint Publication with the American Association of School Administrators.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0: new tools, new schools</i>. Eugene, Or.: International Society for Technology in Education.</p> <p>Harris, S., Edmonson, S., &amp; Combs, J. P. (2009). <i>Examining what we do to improve our schools: 8 steps from analysis to action</i>. Larchmont, NY: Eye on Education.</p>
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